



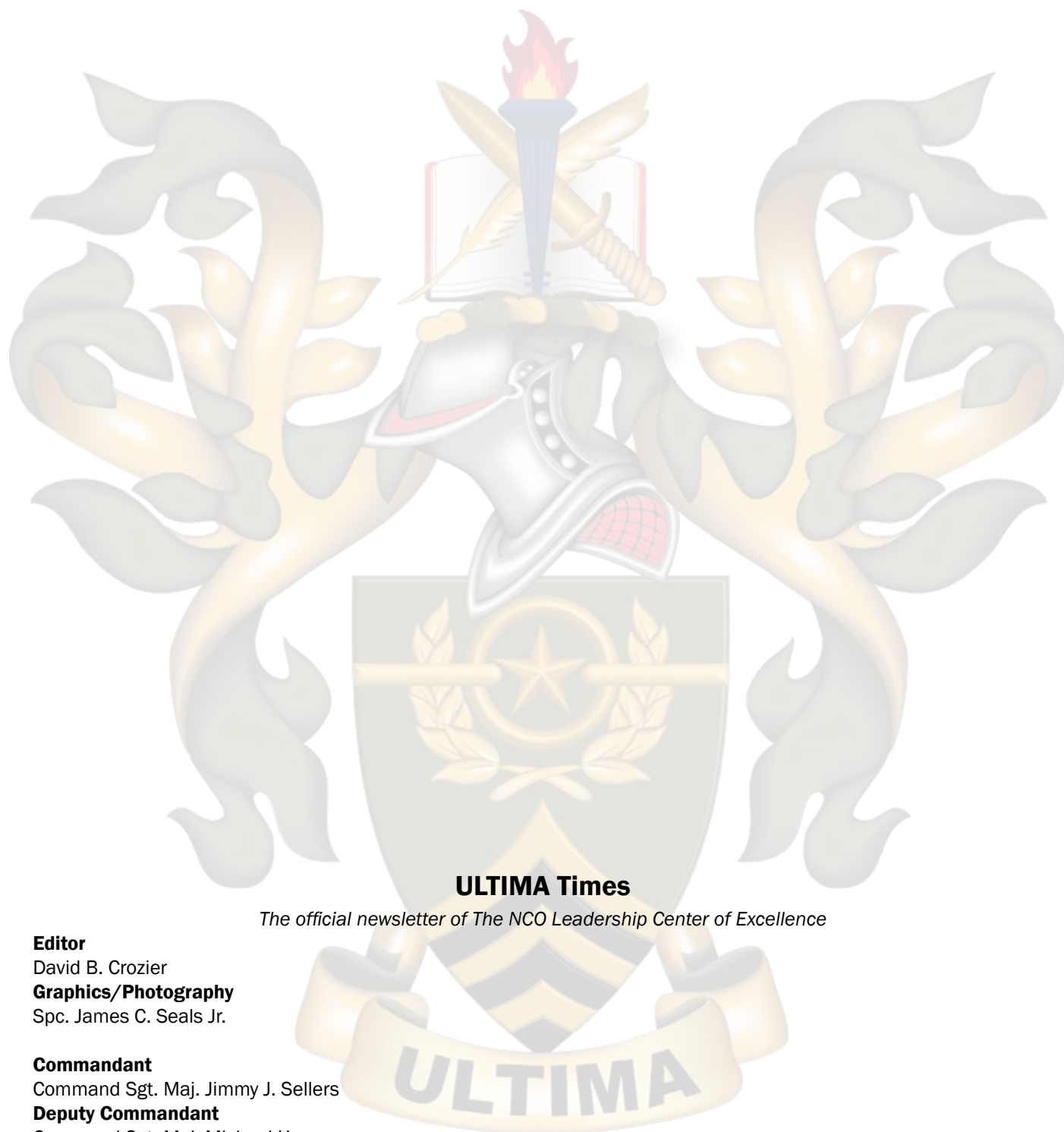
THE NCO LEADERSHIP CENTER OF EXCELLENCE



ULTIMA TIMES

DECEMBER 2018





ULTIMA Times

The official newsletter of The NCO Leadership Center of Excellence

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Front Cover: NCOL CoE Holiday Tree lighting ceremony.



THE NCO LEADERSHIP CENTER OF EXCELLENCE

“INTELLECTUAL CAPITAL OF ENLISTED EDUCATION”

“TO PROVIDE PROFESSIONAL MILITARY EDUCATION THAT
DEVELOPS ENLISTED LEADERS INTO FIT, DISCIPLINED, WELL-EDUCATED
PROFESSIONALS CAPABLE OF MEETING THE CHALLENGES OF AN
INCREASINGLY COMPLEX WORLD.”





Photo by David Crozier, Command Communications

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A NOTE FROM THE COMMANDANT

Year End Review

Happy Holidays and season's greetings from the NCO Leadership Center of Excellence and United States Army Sergeants Major Academy. Our future senior leaders of USASMA Class 69 are looking forward to holiday block leave, and our facilitators are looking forward to some well-deserved time off.

In this edition I wanted to take the time to provide a few highlights since the last newsletter and to pass on my sincere appreciation for a job well done this year. As 2018 comes to close, I want to thank everyone assigned to the NCOL COE and Non-commissioned Officer Academies (NCOAs) for all of the hard work and efforts in making this a highly successful year. I also would like to thank each of you as leaders, for helping us get the message out about changes to NCOPDS and for selecting the right Soldiers to attend the requisite level of PME. Although there is much to be done in 2019, that doesn't take away from the pride I feel in what we have already accomplished across the NCOL COE major lines of efforts: Develop, Integrate and Deliver- Training and Education Readiness



**Command Sgt. Maj.
Jimmy J. Sellers**

Structured Self Development to Distributed Leader Course

For those who may have missed the latest update on the series of Distributed Leader Courses, here it is. Starting with the conversion of SSD Level I to DLC Level I. Effective 1 February, enrollment into SSD level 1 will be discontinued. What this mean is, Soldiers currently enrolled in SSD I who have not completed the course will have until 30 September to complete the course. Soldiers failing to complete SSD I by 30 September 2019 will be disenrolled and enrolled by their Component quota source managers into DLC I. Soldiers in the grade of E-4 currently not enrolled in SSD I will be enrolled into DLCI on 1 February 2019 by their component quota source managers Soldiers in the grade of E-1 thru E-3 will no longer be eligible to enroll in SSD I or DLC I. Those Soldiers in the grade of E-1 thru E-3 having completed SSD I will be given full credit and will not be required to take DLC I between 1 February – 30 September 2019, SSD I and DLC I will run concurrently in the Army Learning Management System. In continued efforts to ensure our NCOPDS remains both sequential and progressive. On February 1, 2019, DLC I will be opened for enrollment in the Army Training Resource Requirements Systems, Soldiers in the grade of E-4 will be enrolled by their component quota source manager and must





complete DLC I in order to attend resident PME. Lastly, conversion for each subsequent SSD levels 2 through 5 will be converted to the requisite DLC levels 2 through 5 at a later date. In case you were unaware, a new DLC 6 will be developed and delivered no later than October 2019 and guidance for DLC 2 through 6 will be announced in a follow on HQDA.

Instructor Badge and Educator Recognition

This institution exudes excellence. At this this time I would like to recognize and congratulate a few of our great NCOs and civilians on their

recent accomplishment. Congratulations are in order for Sgt. Maj. Micheal Irvin, Sgt. 1st Class Kenneth Stewart, Staff Sgt. Shane Johnson and Dr. Evelyn Hollis who were selected as USASMA's Instructors and Educator of the Year in their respective categories. In addition, we recognized more than 16 Sergeants Major Course and Battle Staff NCO Course instructors by awarding the Basic, Senior and Master Instructor Badges. In all, more than 80 instructors have earned a higher level of instructor certification and were awarded the appropriate badge. Without a doubt they are stewards of the profession. Congratulations to all who competed in these competitions and received award recognition.

Year End Close Out

Throughout FY18, our NCO Academies throughout the Army have graduated more than 12,252 Soldiers from the Basic Leader Course, more than 2,263 Senior NCOs from the Master Leader Course, 1,275 NCOs from the Battle Staff NCO Course, and we are on track to graduate more than 600 senior leaders from Class 69 of the Sergeants Major Course. The expert tutelage and professionalism of our facilitators has led us to graduate a combined 94.9% of those Soldiers enrolled in the above-mentioned courses.

We finished off the year by hosting Branch Week, December 3-7. Branch Week was designed to provide the Sergeants Major Course students with a broader understanding of each Career Management Field. Many thanks to the TRADOC School Proponent command sergeants major who took the time to update the student body on their CMF, their career maps, future initiatives, and broadening opportunities for Soldiers within the CMF.

In closing, the new year promises to offer many opportunities to increase knowledge and understanding of the NCO Professional Development System as well as the ability to plan, prepare, resource and execute training for Soldiers. From the staff, faculty and cadre of the NCOL CoE we wish you all the best in your professional military education endeavors. Happy Holidays and be safe. We're looking forward to highly successful 2019!

Ultima Strong! 🇺🇸

Jimmy J. Seller

Picture perfect!



The NCO Leadership Center of Excellence holds a Distinguished Service and Recognition Ceremony in September where it recognized the retirements of six of its members. The Center of Excellence also recognized the service of local veterans with a small ceremony during the DSR. Photo by David Crozier, Command Communications

BRADFORD RETIRES AFTER 36 YEARS, INDUCTED INTO HALL OF HONOR



Photo by Spc. James Seals

On 14 December the NCOL CoE inducted Ms. Betty Bradford into its Hall of Honor for her 33 years of tireless service to the betterment of NCO Professional Development as the first Registrar of the institution. Above, Assisted by Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE, Ms. Bradford unveils her Hall of Honor plaque that will hang among her fellow honorees on the walls of the Cooper Lecture Center.

By David Crozier, Command Communications

The NCO Leadership Center of Excellence recognized Ms. Betty Bradford, NCOL CoE Registrar December 14, for her contributions to the education, training and lineage of the Noncommissioned Officer Corps and NCO Education System by inducting her into The NCOL CoE Hall of Honor. Charles Guyette, Assistant Dean, U.S. Army Sergeants Major Academy, hosted the event along with Command Sgt. Maj. Jimmy J. Sellers, commandant of the Center of Excellence.

"Today I have the honor of introducing the newest inductee into the United States Army Sergeants Major Academy and Noncommissioned Officer Leadership Center of Excellence Hall of Honor," Guyette said. "We are the proponent for NCO History, so I am going to tie a little bit of history into my remarks."

Guyette gave a brief history of Army education and training beginning with Baron Friedrich Wilhelm von Steuben, the author of the Regulations for the Order and Discipline of the Troops of the United States (The Blue Book) in 1778, to the establishment of the 2nd Constabulary Brigade's NCO school in Munich Germany in 1947 and later the Seventh Army Noncommissioned Officers Academy, to ultimately the creation



Photo by Spc. James Seals

The NCOL CoE inducted Ms. Betty Bradford into its Hall of Honor December 13, recognizing her 33 years of tireless service to the betterment of NCO Professional Development as the first Registrar of the institution. Above, Bradford addresses the crowd during the ceremony beginning her remarks by joking that if anyone who knows her knows that she was speaking under duress.

of the Sergeants Major Academy in 1972.

"In 1986 the academy made a significant and lasting investment when Ms. Betty Bradford was hired as a clerk typist," he said. "She later served as a computer operator, evaluations clerk, academic records clerk, supervisory academic records technician and as the first to date and only Registrar in the history of this institution."

Guyette then recounted all of her accomplishments during her 33 years of service with USASMA and the NCOL CoE saying she saw both evolutionary change in NCO Education and is a part of the revolutionary change of the NCO Professional Development System. He noted the other Hall of Honor inductees and

said that Bradford certainly demonstrated she belongs as the 37th inductee.

Guyette continued noting the 27 NCO Professional Military Education programs of record supporting more than 250,000 Soldiers and NCOs. He asked those in the audience to raise their hands if they received a 1059 or diploma from a course this institution, which garnered nearly all hands being raised.

"Betty, that is a testament for what you have accomplished in this academy," Guyette said. "Those hands are Soldiers you personally touched. Every 1059 is a Soldier."

Guyette concluded his remarks by reading a letter of congratulations from former commandant and Hall of Honor inductee, Command Sgt. Maj. (Ret.) Rory Malloy. He then turned the podium over to Sellers for the induction remarks.

"Today is a very historic day," he said. "Betty has left a tangible mark on our institution; 33 years of phenomenal work; everything that was mentioned earlier, she is the definition of revolutionary change."

Sellers remarked that in a conversation with Betty she relayed to him that she has worked with 17 commandants over the years and that now he has the honor and displeasure of being the one who finally drove her to retirement.

"In 33 years, a lot of things have changed since Betty became a part of this organization," he said. "For the past 18 months I have witnessed Ms. Bradford's tireless efforts. She is committed to excellence. She is dedicated, a professional, selfless, very competent and is the subject matter expert on everything ATRRS and getting folks into school."

Concluding his remarks, Sellers accompanied Bradford to the center of the stage for the unveiling of her Hall of Honor induction plaque. He then offered Bradford the podium to make a few remarks.

I am truly honored to be here today," Bradford said. "The academy has been very good to me and I have been blessed many times over as a member of this organization."

Bradford thanked her family for their support as well as her second family.

"All of you, my second family," she said. "I love my job and will always be grateful to have touched so many lives, but to be touched by so many people in return."

Bradford specifically recognized Jeanie Tapia, he co-worker for many of her 33 years and said she will miss being a part of a team and the camaraderie that goes with it but will enjoy her time now doing things she loves.

"I am truly humbled," she said.

The NCO Leadership Center of Excellence Hall of Honor was established in May 2006, with the purpose of providing a highly visible and prestigious means of recognizing individuals who significantly contributed either to the Sergeants Major Academy or to the Noncommissioned Officer Professional Development System.

Inductees must have served meritoriously in a position of great responsibility and provided service distinguished by meritorious achievement and significant improvements, or enhancements, to existing programs or procedures.



Photo by Spc. James Seals

On 14 December the NCOL CoE inducted Ms. Betty Bradford into its Hall of Honor for her 33 years of tireless service to the better of NCO Professional Development as the first Registrar of the institution. Above, Assisted by Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE, Ms. Bradford unveils her Hall of Honor plaque on the walls of the Cooper Lecture Center next to her fellow inductees.

Additional Photos of this event can be found on our Flickr page at <https://www.flickr.com/photos/sgmacademy/albums>. 🦃



Photos by Danielle O'Donnell, Public Affairs Specialist

Prior to be inducted into the NCOL CoE Hall of Honor, Ms. Betty Bradford was treated to a pot luck retirement and farewell luncheon in the Cooper Lecture Center foyer. Bradford was lauded by a host of people who recounted the many ways she has helped them navigate the DA Form 1059 and the ATRRS enrollment management system. Bradford was provided her retirement certificate and was awarded the Superior Civilian Service Award for her 36 years of dedicated service to the Army. Bradford also received several farewell gifts and in particular a framed Betty Boop poster that was signed by numerous members of the CoE and USASMA. Above left, Charles Guyette, Assistant Dean, presents Bradford with the poster. Above right, Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE, presents Bradford with her retirement certificate.

NCOL CoE HOLDS INAUGURAL FACILITATOR OF THE YEAR COMPETITION



Photo by Spc. James Seals

Staff Sgt. Johnnie Ayala from the Fort Dix, New Jersey NCOA, leads a 20 minute facilitation during the inaugural NCOL CoE Facilitator of the Year Competition. Ayala was one of nine competitors from across the Army's 33 NCO Academies chosen to compete.

Story and photos by David Crozier, Command Communications

Across the Army's 33 NCO Academies facilitators, formerly known as instructors, are leading military education classes for Soldiers preparing to become noncommissioned officers and master sergeants. During the weekend of October 13-14, the NCO Leadership Center of Excellence held a competition to see who the best was at facilitating the Basic Leader Course and the Master leader Course.

"Each of these competitors were selected to represent their academy," Command Sgt. Maj. Christopher Simmons, director of NCO Professional Development and Education said. "They volunteered to be here."

Simmons explained the competitors were selected to represent their academy through an arduous process that began at their academy and included a digital board conducted by members of the Center of Excellence.

Once selected, the competitors were tested over the two-day event on their physical fitness, their facilitation of a 20 minute class using the Experiential Learning Model, and their ability to answer a five-essay test. A total of nine Soldiers competed in the inaugural event: Staff Sgts. Johnnie Ayala from the Fort Dix, New Jersey NCOA; Vanessa R. Carrillo from the 7th Army NCOA in Germany; Jeremy S. Dodge from the Fort Indiantown Gap NCOA in Pennsylvania; Jimmee S. Laster from the Fort Bragg NCOA in North Carolina; Sgts. 1st Class Andre Mangual from the Fort Dix NCOA; Michael V. Davis from Joint Base Lewis-McChord NCOA in Washington; Master Sgts. Colbie T. Jackson from JBLM NCOA; Aaron L. Griffing from Fort Bragg NCOA; and Larry D. Foreman from Fort Dix NCOA.



Photo by Spc. James Seals

Sgt. 1st Class Michael V. Davis, a BLC Senior Facilitator with the Joint Base Lewis-McChord NCOA, performs the 3RM Dead-lift that will be in the new Army Combat Fitness Test. Davis was one of nine competitors in the inaugural NCOL CoE Facilitator of the Year Competition.

so she takes great satisfaction in being able to compete and win.

"For me it gives me a lot of pride, not only for being a Soldier, but being a part of my academy and being a facilitator," she said.

For Mangual, he wanted to do something different and pave the way for others to come to the competition. He also enjoyed the not knowing what to expect.

"Not being able to prepare yourself for the competition, I kind of like it in the sense of you just had to go with it," he said adding that similarly, the same could be said about having to do the Army Combat Fitness Test. "It is a challenge on its own. I wasn't expecting it and I wish I could have started conditioning myself earlier."

Foreman, who took the challenge of competing to see how he compares to his peers, said having to do the essay was another unexpected challenge.

"So, after going through the Master Leader Course and then coming here and the mystery challenge was the five-question, 50-minute essay, I wasn't prepared for that," Foreman said. "I didn't know what the questions were going to be just like some of our students. So, what I did was read the questions as fast as I could and then answered them to the best of my ability. That's pretty much what we ask our students to do in class."

Mangual agreed.

"It was good. It put me in the mindset of what the students are experiencing, having to follow a rubric, having to

The winners were announced during ceremonies October 15 at the NCOL CoE. Facilitator of the Year for the Basic Leader Course is Staff Sgt. Vanessa R. Carrillo. Facilitator of the Year for the Basic Leader Course Senior Facilitators is Sgt. 1st Class Andre Mangual. The Facilitator of the Year for the Master Leader Course is Master Sgt. Larry D. Foreman.

"It was good, very different," said Carrillo who explained that her leadership asked her to compete. "I liked that everything was a mystery and I liked that they incorporated the physical events as well."

Carrillo said she enjoys being a facilitator and always puts 100 percent into everything she does,



Photo by Spc. James Seals

Staff Sgt. Vanessa R. Carrillo answers questions during the board appearance portion of the NCOL CoE Facilitator of the Year Competition.

Facilitators of the Year 2018



*Basic Leader Course
Facilitator of the Year*

Staff Sgt. Vanessa R. Carrillo

7th Army NCOA
Grafenwoehr, Germany



*Basic Leader Course
Senior Facilitator of the Year*

Sgt. 1st Class Andre Mangual

Fort Dix NCOA
New Jersey



*Master Leader Course
Facilitator of the Year*

Master Sgt. Larry D. Foreman

Fort Dix NCOA
New Jersey

stay within a certain topic,” he said. “It got me in the feeling of so this is what my students are going through. So I understand what is expected of them.”

Foreman also noted the challenge of having to do the ACFT and while has passed it, he had some advice for others.

“It’s not easy. It is very challenging,” he said. “Going forward I would just recommend everybody readjust your workout habits in order for you to be successful in the ACFT when it debuts.”

Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE, lauded the competitors and presented the winners with Army Commendation Medals and the other competitors with Certificate of Appreciation. All received a commandant’s coins for excellence for a job well done.

As the competitors make their way back to the respective academies to resume their facilitation of their PME courses, Carrillo remarked on the new method of facilitation.

“I like the new system the Army has moved to and I really like the new BLC too,” she said. “I think it is great. It is definitely different from the way it used to be and really tests the knowledge, the critical thinking, of the young Soldiers.”

Additional Photos of this story are available on our Flickr page at <https://www.flickr.com/photos/sgmacademy/albums>. 🏆



Photo by Spc. James Seals

Staff Sgt. Jimmie S. Laster, a BLC Senior Facilitator with the Fort Bragg, North Carolina NCOA, performs the Standing Power Throw that will be in the new Army Combat Fitness Test. Laster was one of nine competitors in the inaugural NCOL CoE Facilitator of the Year Competition.

International Outreach



The NCO Leadership Center of Excellence hosted a delegation from Qatar Dec. 12. The delegation came to the Center of Excellence to get a better understanding of the roles and responsibilities of an NCO at various command echelons and to obtain an understanding of NCO Professional Development and the culture that drives the NCO Corps. The delegation was provided a command brief on the NCOL CoE and provided a tour of its facilities.



The NCO Leadership Center of Excellence hosted a delegation from Germany November 8, specifically Maj. Gen. Gert-Johannes Hagemann, German Army, Deputy Commanding General of the NATO assigned Rapid Reaction Corps France. The general came to the Center of Excellence to understand the unique position and responsibilities of Command Sergeants Major and to obtain a better understanding of the spirit, ethos and training of the students in the Sergeants Major Course.

LEADERSHIP PANEL DISCUSSES NCO ROLES AND RESPONSIBILITIES



The NCO Leadership Center of Excellence held a leadership panel for the students of Sergeants Major Course Class 69 who were in the professional studies portion of the course. The panel consisted of Command Sgt. Maj. Jimmy Sellers, commandant, NCO Leadership Center of Excellence; Command Sgt. Maj. Michael Henry, deputy commandant, NCOL CoE; Command Sgt. Maj. Brian Barker, 5th Armored Brigade, First Army West; and Sgt. Maj. LaDerek Green, a facilitator in the Department of Command Leadership and was facilitated by Command Sgt. Maj. (ret) Dave Stewart, from the Department of Force Management.

Story and Photos by David Crozier, Command Communications

The students of Sergeants Major Course Class 69, who are in the Department of Professional Studies, were treated to a panel discussion November 6, on NCO Roles and Responsibilities. Command Sgt. Maj. (ret) Dave Stewart, from the Department of Force Management, facilitated the event. Panel members included Command Sgt. Maj. Jimmy Sellers, commandant, NCO Leadership Center of Excellence; Command Sgt. Maj. Michael Henry, deputy commandant, NCOL CoE; Command Sgt. Maj. Brian Barker, 5th Armored Brigade, First Army West; and Sgt. Maj. LaDerek Green, a facilitator in the Department of Command Leadership.

The session began with the showing of the video, [“CSM/SGM Roles and Responsibilities – Leader Core Competencies”](#) which intertwined the NCO Creed and the LCCs – Program Management, Operations, Readiness, Leadership, Communication, and Training Management – creating a correlation to NCO roles and responsibilities.

“That is probably not the first time you have seen that video or had a discussion on the NCO Creed,” Stewart said. “But what is an NCO?”

The question received several different answers ranging from mentor to standard bearer and Stewart



To get a better understanding of how the Leader Core Competencies fit within the NCO Creed, the students were shown a video entitled *"CSM/SGM Roles and Responsibilities – Leader Core Competencies"*.

unit has, but by defining the leader core competencies what we are able to do is give you a minimum (level) of the things that you should have your hands in."

The Leader Core Competencies are identity statements derived from the NCO Creed, Stewart said as he introduced the panel members who would discuss them and then take questions from the students.

Starting off the panel discussion Sellers said his role was to provide context and clarity about where the Army is going with NCO roles and responsibilities. For many years the Army trained using the Eight-Step Training Model at the battalion or leader level. The NCO Creed tells us what to do on a daily basis, but how do we measure the NCO Creed, he asked.

"We see the NCO Creed as the foundation of how we operate and the framework on how we build that foundation," Sellers said. "The Leader Core Competencies came about in 2015, surfaced from this organization, because we were lacking in leadership skills, operations skills, program management skills, communication skills and training management skills. We needed to fill those gaps, so we created the LCCs."

Inside of the NCO Professional Development System or outside of it, you are going to see the Leader Core Competencies, Sellers said. Starting with the Basic Leader Course all the way through to the Sergeants Major Course, it is the highest priority for each course.

"We are putting the 'L' back in leadership," he said. "So, no matter what course you're in you are going to know leadership the same way."

Sellers continued saying the corps needs to figure out how to get involved in, and own, training.

"As sergeants major you really have to be involved (in training) regardless of what level you are at," he said. "We put the onus and responsibility back on us... We need to do better as sergeants major in getting our roles and responsibilities straight

agreed with them all saying there were similarities in everything they said, but there were some differences as well, and asked, "Why the difference?"

"We always refer back to the NCO Creed to determine what we should be doing in any given situation," he said. "But when the LCCs were first brought out by the NCOL CoE it (helped us) define and codify those roles and responsibilities so we can have a shared understanding of what an NCO is."

Stewart added the LCCs are not going to tell you to get up every morning at 5:00 a.m. and do certain things; they were derived to give NCOs their left and right limits.

"Good NCOs fill in the voids that a



Once the panel discussion was complete, the floor was opened up for a question and answer session which brought about many question from the students. Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE said the Roles and Responsibilities and LCCs will be outlined in the next NCO Guide.



Each of the panel members had an opportunity to speak with each taking on certain aspects of the Leader Core Competencies - Program Management, Operations, Readiness, Leadership, Communication, and Training Management. For each LCC the panel members related it to the NCO Creed and what it meant in terms of a sergeants major left and right limits.

of “BE, KNOW, DO” and go out and effect change in your organization.

“This is not the one all, be all, of exactly how you accomplish your day in and day out,” Sellers said. “But it is the left and right limits of what you should be thinking about.”

Henry took on the topics of Leadership and Training Management.

“The biggest thing about leadership is presence,” he said. “Your presence is huge, and it starts with physical readiness training every morning.”

Henry said moral courage in leadership is important noting that as a sergeant major you are always being watched and should set the standard for appearance but should also have the moral courage to correct things you see that are wrong. Leadership is also executing enlisted talent management utilizing Soldier knowledge, skills and attributes.

“I always go back to the NCO Creed – ‘I will know my Soldiers and I will always place their needs above

“Good NCOs fill in the voids that a unit has, but by defining the leader core competencies what we are able to do is give you a minimum (level) of the things that you should have your hands in.”

— Command Sgt. Maj. (Ret.) Dave Stewart

my own,” Henry said. “As a battalion command sergeant major, I had a Team Leader Course, and on my own a Pre-Ranger Course. I had a squad leader put it together ... because it was squad leader business.”

Speaking to mission command, Henry said he ties that in with developing agile and adaptive leaders because he looks at that as the heart of the NCO Creed.

“I will exercise initiative and take appropriate action in the absence of orders,” he said. “It’s about taking and exercising discipline initiative in the absence of orders to be able to accomplish the mission you need to do. It’s huge to do that.”

The next subject Henry addressed was Training Management.

and allow the commander to go his or her way and the sergeant major goes (his or her way) with the commander’s intent.”

Speaking to Soldier education Sellers said the corps needs to change the culture of a lack of fitness and a lack of education.

“We need to do a better job of educating our Soldiers where the Army is going in terms of education and training,” he said. “The Army Combat Fitness Test is our opportunity as senior leaders to change the fitness culture of the Army.”

Concluding his remarks Sellers said when you take the NCO Creed daily and break it down, this is where NCOs can have a lot of leverage and kind

"I look at it as outcome-based; what is the outcome we need to get to within the training management process?" he said. "You have to eliminate training distractors because it goes to making sure you have a readiness posture."

Sergeants major should collaborate efforts and resources to allow for cross-training and continuity, Henry said, recounting an operation Barker and he was involved in several years ago during a live fire exercise in Italy.

"We need to do better as sergeants major in getting our roles and responsibilities straight."

— Command Sgt. Maj. Jimmy Sellers

"We collaborated our efforts as battalion CSMs and with the brigade to meet the intent of the commander showing what we could do as an Army," he said. "It was impressive."

Henry concluded his discussion with verifying completed training using the tools provided by the Army, specifically the Digital Training Management System.

"You can either accept the difficulties of it and work within the confines or you can fight it," he said. "I always choose to work with it because that is what the Army has said our system is, and it works. You just have to learn how to use it as a training tool."

Barker took on the topics of Operations and Readiness.

"Competence is my watchword," Baker said referring to the NCO Creed. "Competence is your credibility. If you are not competent, you have no credibility."

Barker said that if you lack competence you should seek out those that do, people who have been there before.

"You have a great network here," he said of Class 69. "Rely upon that network and gain competence."

"My two basic responsibilities will always be uppermost in my mind – accomplishment of my mission and the welfare of my Soldiers," Barker read.

"That's a big responsibility and they are kind of opposing each other," he said. "We are in a dangerous business. So how can I accomplish my mission if my mission is to fight and win our nation's wars?"

You know you are going to have Soldiers wounded and possibly killed by accomplishing the mission, "So what is more important? Accomplishment of my mission, right?" he said.

"What you don't want to do, and what you cannot do as an NCO, and what you are responsible for, is having Soldiers not come back because you failed to train them," Barker said. "It's a huge responsibility we have as NCOs."

Sergeants major need to understand their operational environment and learn



The facilitator for the event was Command Sgt. Maj. (Ret.) Dave Stewart, a facilitator in the Department of Force Management. Stewart began the panel discussion talking to the students about the NCO Creed, what is an NCO and what are the roles and responsibilities of command sergeants major and sergeants major.

where those gaps are, he said adding that sergeants major don't have priorities, their commanders do.

"You need to utilize mission command to support those priorities," he said. "You have to be able to see an opportunity and capitalize on it. Too often opportunities pass by because we are not looking."

Sergeants major must extend the operational reach of the commander in all aspects.

"You are the trusted right arm of your commander. They will turn to you and trust what you will have to say," he said. "Make sure you are not steering him or her wrongly and you are doing what is right for the organization."

Someone smarter than himself, Barker said, once told him when you get to be a battalion or brigade command sergeant major, once you understand the operation pick two or three things that you want to change and hold those dear to accomplish those in the time you are there.

On training, Barker said that too often you go to a training event and focus on one task you want to train on – like squad live fire. So, we focus on squad movement. There are a lot of things that can tie into that.

"At the National Training Center, you will fall apart at the most basic level," he said. "Don't wait for the perfect time for the perfect event. There are opportunities out there to train."

Last to speak was Green who addressed Program Management and Communication.

Beginning with Program Management piece Green said, Shape leaders through talent management efforts that grow NCOs through educational and training opportunities.

"You are the trusted right arm of your commander. They will turn to you and trust what you will have to say. Make sure you are not steering him or her wrong and you are doing what is right for the organization."

— Command Sgt. Maj. Brian Barker

"How are we integrating Soldiers into our formations? How do we measure their ability to perform?" he asked. "Sergeants Major are critical to those programs that drive our formations."

Green said to ensure programs are done properly sergeants major should integrate teams to optimize performance.

"We have programs that organizations must do like the command inspection program or the command supply discipline program," he said. "How are we leveraging those teams? We need to train and educate our formations and assess the capabilities of your leaders and understand what these teams have to offer us."

Speaking of Communication, Green said that sergeants major have a responsibility to communicate a commander's vision and have a plan to ensure that vision is understood by all. In closing his remarks, he said knowing a unit's history was important.

"Understand the history and heraldry of the unit and ensure your Soldiers understand it and know it," he said. "Become stewards of your profession."

Stewart told the students you don't know where you are going to be five years from now. This information you received today is critical.

Sellers ended the discussion with some closing remarks noting that as a new battalion command sergeant major, he thought he had his left and right limits, but stumbled along the way. He said you must be engaged and part of that is showing up. "Don't miss an opportunity to engage," he added.

Sellers continued that sergeants major need to understand priorities and balance family, profession and free time to decompress and reenergize.

Sellers concluded, "This (LCCs) has nothing to do with doctrine. These are fundamental tasks of sergeants major and noncommissioned officers."

The roles and responsibilities of noncommissioned officers and the Leader Core Competencies will be put into the next revision of the NCO Guide. 🇺🇸



THE NCO LEADERSHIP CENTER OF EXCELLENCE

Leader Core Competency Subject Areas



"Educating Today's Enlisted Leaders for Tomorrow"



1

In 2015, TRADOC developed six major leader focus areas: Readiness, Leadership, Training Management, Operations (Army & Joint), Communications (Oral & Written); and Program Management. Shortly after, the Combined Arms Center helped in developing four Army Learning Areas (ALAs) and 14 associated General Learning Outcomes (GLOs). These ALAs are: Leadership and the Profession, Human Dimension, Professional Competence, and Mission Command. The four ALAs nested perfectly with TRADOC's six leader focus areas to become the competencies all NCOs (and all leaders) must have regardless of MOS/Branch. The Leader Core Competencies are a part of every level of the NCO Professional Development System and are taught in increasing levels of responsibility commensurate with each level of rank attained from sergeant to command sergeant major.



Our Mission

Provide professional military education that develops enlisted leaders into fit, disciplined, well-educated professionals capable of meeting the challenges of an increasingly complex world.

Our Vision

The premier institution driving innovative development for enlisted leaders; constantly focused on readiness.

INTERNATIONAL STUDENTS EXPERIENCE THE WILD WEST

An account by Specialist James Seals

The international military students of Sergeants Major Course Class 69 began their Westward Expansion Field Studies Program on August 31, where they traveled to Fort Davis, Texas and stayed at Prude Ranch, a summer camp located right down the road from historic Fort Davis.

Having been established over 100 years ago as a cattle ranch, Prude Ranch has been family-run for six generations and is currently training its next generation to continue the legacy. After a few short decades, the ranch evolved from not only handling livestock, but also working as a guest ranch. In 1951, Prude Ranch held its first camp session playing host to 18 boys. Their success traveled quickly and in 1955 they opened the camp up to girls as well.

The camp is stocked with plenty of bunkhouses for attending guests. Mealtime beckons back to days gone by. Their facility supports large numbers, and serves similarly to that of an elementary school cafeteria. The atmosphere seems like you have been transported back to the 1970s with West Texas themed wooden chairs, tables, and decorations that just might have come from the 70s. A large pool is available to cool off in, and it so happens to have been one of the first pools built with circulating heated water in the entire United States.

The students and their families arrived around noon, where they were quickly briefed about the ranch and were set free to eat lunch and explore the grounds before getting ready for their first event that evening.

The McDonald Observatory sets atop the Mount Locke and Mount Fowlkes in the Davis Mountains and is only a short drive away from Prude Ranch, marking the first evening a prime opportunity for their first event. The observatory is a research unit of The University of Texas at Austin and is one of the world's leading centers of astronomical research, teaching, and public education and outreach.

The class was given a presentation by one of the astronomers. He used a special green laser pointer to point out to the night sky, which helped highlight key points of interest such as the visible planets Venus, Mars, Jupiter, and Saturn, as well as key stars and constellations, and the Milky Way. He also taught proper terminology as well as helping the audience grasp the concept of light years and how that quite literally means we look backwards in time at the night sky.

After the presentation the students were given the opportunity to peek through their nine telescopes that were strategically pointed at some of the previously mentioned points of interest. Star clusters, planets, and even the Andromeda galaxy were viewable that evening.

The first day could be quite jarring to any student used to living in populated environments. Prude



Photo by Spc. James Seals

IMSO students listen to "Ranger Rick", a cavalier dressed the part of a typical Soldier found at Fort Davis.

Ranch brings forth a grit necessary to coincide with its intimate inclusion of nature and lack of cement and concrete. The wilderness also brought a clear night sky, blasting most with an amount of stars they have never seen before. Needless to say, the class went back to Prude Ranch that evening with a huge impression and were looking forward to the following events of the FSP.

Starting the first day of September bright and early, the students ate a hearty breakfast and made their way to their first events which occurred simultaneously, the “Run and Shoot” and the “Paintball Tournament,” both of which are located on plots of land within the hills of Prude Ranch. The two events are specifically catered environments designed to let the students implement leadership strategies, strategic maneuvers, and team building.

The Run and Shoot event was set along a 1.4 mile course that had five shooting stations. The students competed solo against each other, and were required to run from station to station where they would pick up a weapon and fire 10 total shots at red, white, and blue targets. International Military Student Office staff members, event volunteers, and ranchers all worked together to demonstrate the weapons and act as referees at the separate points to record scores and coach firing techniques as necessary.

The students tested their endurance and speed, and pushed the boundaries of their stamina as it directly affected their accuracy when shooting with the assortment of rifles and pistols. Some students were challenged, while others excelled reaching the next station before the referee had time to reload the weapon for them. Whether the students achieved the results they desired, all were synonymous that the event was one of the most enjoyable PT sessions they have experienced.

The two groups took a short lunch break before swapping events.

The Paintball Tournament divided the students into multiple teams of five where they competed in a five versus five, one shot kills, 10-minute team deathmatch. The mission was simple; “eliminate the enemy team until none oppose or until time runs out.” Twelve teams duked it out all day on terrain that tested strategic maneuverability and leadership strategy. The event ended that day with two teams standing on top and ready to compete the following day in the championship round.

That evening the class departed to Marfa, a nearby town known for its unusual phenomenon – the



Photo by Spc. James Seals

Director Michael Huffman flags down a student to the first station of five in the “Run and Shoot” event obstacle event on the Prude Ranch grounds.

Marfa Lights, mysterious orbs of light varying in size and color that appear and disappear along the horizon. Upon arriving they were greeted by their docent, Marfa resident and expert on the Marfa Lights Kim Thorsburg. He quickly briefed the students about Marfa and then let them loose so they could enjoy the Marfa Lights Festival, an annually occurring festival of which this was the 32nd. Live music and booths full of food, drink, and merchandise were scattered all around Marfa’s Presidio County Courthouse.

The class soon departed the festival en route to the Marfa Lights Observatory. Thorsburg spoke to the class about the Marfa Lights phenomenon and his personal experiences on the matter before preceding to the observation deck that overlooked



Photo by Spc. James Seals

A group of students learn from one of the curators at Historic Fort Davis about the Commander's quarters.

a wide open plain. The chances to see the phenomenon were low, but the students were still treated to a site to behold as a lightning storm sparked in the distance. With the open terrain and far visibility that West Texas brings, the students could clearly see how often lightning strikes during a typical storm. No other lights were seen that evening before departing back to Prude Ranch.

The third and final day of the Westward Expansion Field Studies Program brought about an air of conclusion. In the morning,

the two remaining paintball teams competed in the final championship round to determine who was the most technically and tactically proficient.

Those not competing had the opportunity to sign up for horseback riding, which shines a light on how Soldiers of the past would maneuver and implement Cavalry Tactics. Their children were also offered the same opportunity.

After lunch, the class made their way to Fort Davis. Showers rained for the first half of the visit prompting the use of disposable plastic ponchos, but that didn't stop Class 69 from learning the history behind Fort Davis and its strategic placement within tons of volcanic rock (some of which was used to build the commander's quarters). They learned about the Soldier's quarters and operations rooms from a plethora of tour guides dressed for the time period. Chief among them was Ranger Rick who spoke of the daily life of a Cavalry Soldier and went into detail about the necessary equipment and care they would need to administer to their steed and themselves to counter their environment.

A short break after departing from Fort Davis brought the class to the Marfa USO, where they met back up with Kim Thorsburg and were treated to a catered meal. A few announcements and special thanks for given to staff members, volunteers, and others who were integral parts in making this FSP a successful one. The winning students that participated in the Run and Shoot and Paintball Tournaments were also awarded for their victories.

The Run and Shoot Winners consisted of the top five best times in conjunction with most targets hit. An extra award was featured for the first time, and given for the absolute fastest time to complete the course. The Run and Shoot victors were awarded a coin and a silver bullet. The top two paintball teams were awarded coins, but first place was awarded an additional IMSO coin next to the 2009 edition of The Year of the NCO coin. After a hearty meal, the class departed back to Prude Ranch to ready themselves for their return to Fort Bliss the next morning.

The NCO Leadership Center of Excellence invites military service members from our partnered nations to learn and participate in the U.S. Army Sergeants Major Academy's Sergeants Major Course as well as several of its NCO Professional Development courses. As international students, their curriculum includes the Field Studies Program. The goal of the various FSPs that occur throughout the academic year is to provide a better understanding of the United States, its history, people, political system, military, institutions, and way of life through Department of the Army Field Studies. 🌿



USASMA FELLOWSHIP NOW OFFERS A CHOICE

By David Crozier, Command Communications

Note: The following is an informational paper on the USASMA Fellowship Program.

Established in 2014, the U.S. Army Sergeants Major Academy Fellowship Program has seen nearly 60 senior sergeants major complete the fellowship program and earn master's degrees in Lifelong Learning and Adult Education from the Pennsylvania State University. Currently, there are 20 Soldiers enrolled as part of Cohort #4 who will graduate in August 2019. Beginning with Cohort #5, whose names were announced December 12, the students were given the option to earn either one of 10 Master's Degrees in Lifelong Learning and Adult Education from Penn State or earn one of 10 Master's Degrees in Instructional Design, Development and Evaluation from Syracuse University. These future fellows, once completing the program, will become part of the instructional and curriculum development teams of the Sergeants Major Course and The NCO Leadership Center of Excellence.



But what does the Fellowship Program consist of and how does one apply?

First and foremost, the applicants must meet the requirements of the message that is posted on the Broadening Opportunity Programs Catalog located on the Human Resources website at <http://www.hrc.army.mil/bop> (login required). The requirements are:

- Active Component (AC); National Guard; Troop Program Unit (TPU); or Active Guard Reserve (AGR) Sergeant Major with DA Form 1059 course completion of the U.S. Army Sergeants Major Resident/Non-Resident Course.
- Must possess a completed bachelor's degree with a GPA of 3.0 or higher from a regionally accredited university, which holds accreditation from one of the following:
 - New England Association of Schools and Colleges
 - North Central Association Commission on Accreditation and School Improvement
 - Middle States Association of Schools and Colleges
 - Southern Association of Colleges and Schools
 - Western Association of Schools and Colleges
 - Northwest Commission on Colleges and Universities
 - Or Tertiary (Postsecondary) Degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution
- Must be able to complete full fellowship and utilization without interruption.
- Possess interpersonal skills and ability to interact and form professional educational relationships with individuals of diverse backgrounds.
- Not pending adverse actions nor have any history of type 1 or type 2 offenses, IAW ALARACT 188/2014 (Sharp Personnel Screening and Others in Positions of Significant Responsibility). Checks will be conducted by the Enlisted Personnel Management Directorate, U.S. Army Human Resources Command prior to the Selection Panel.
- Meet Army Physical Fitness Test requirements, IAW FM 7-22 and Army Height and Weight Requirements, IAW AR 600-9.



Photo by David Crozier, Command Communications

Graduates of the USASMA Fellowship Program will spend at least 2 years on the platform as an instructor in the Sergeants Major Course. Above, Sgt. Maj. Barbara Griggs, Department of Force Management, facilitates a discussion in with a Sergeants Major Course Class 69 student.

- Meet the requirements of AR 614-200, Enlisted Assignments and Utilization Management, para 6-9 and 6-12.
- Active Duty/AGR competing for Command Select List (CSL) or nominative positions will be authorized after successful completion of the Master's degree program and a minimum of two years as an instructor at USASMA. If selected for CSM on an Army approved CSL list, Projected Change of Responsibility Date (PCORD) should be after successful completion of the third year of SMC Instructor requirement. Early release from program for Army critical personnel needs, on a case by case basis, will be at the sole discretion of the Commandant, NCOLCoE and USASMA.
- Applicants currently serving as a CSM, must be able to adjust their PCORD date to arrive to the NCOLCoE and USASMA by (for Cohort #6 the date is TBD, but should be sometime in July of 2020). Do not presume this will happen if you are selected. If your command does not concur with an earlier PCORD date, or if HRC cannot support due to not having a replacement, you will not be selected for the fellowship.
- Not be competing for any other Army-sponsored program, fellowship, or scholarship, until selection is made.
- Applicants must not have been selected for any of the Broadening Opportunity Programs, listed at <http://www.hrc.army.mil/bop> within the last ten years. This does not include the Defense Advanced Research Projects Agency (DARPA) or the HQDA Strategic Broadening Seminar Programs.

If a Soldier meets those requirements and will have 26 years or less time in service at the time they report to Fort Bliss to begin the fellowship, they can apply and submit their packet in accordance with the message in the catalog beginning with paragraph 7.

"The they need to email their packets to HRC and once received it will be put into GEARS, an automated document routing system they use," Master Sgt. Kevin W. Carter, Fellowship director at the NCOL CoE, said.

“Once the deadline for packet submissions is reached a panel is convened within about 2 weeks and that’s where HRC scrubs the packets.”

Carter said HRC looks for adverse information in the Soldier’s background that would make them ineligible to apply and then they check with the Soldier’s branch to see if they will release them for the program.

“Once all of that is complete, they will let us know,” Carter said. “If they meet all the requirements and are vetted by HRC, the packets will come to us for another selection panel.”

Carter explained the NCOL CoE panel for Cohort #5 consisted of the deputy commandant as the president and two current Fellows and a command sergeant major. The final selection process, he added, is laid out in the announcement which explains that each applicant can enumerate what school they would like to attend. The panel does its best to meet the needs of the applicant but if there are too many names vying for one school then it is names in a hat, to be unbiased and fair, and whatever the difference is they will draw that many names to achieve 10 fellows per program.

“Once they are selected the students have requirements to meet with the individual school – sending in of official transcripts – as each school also has a vetting process,” Carter said. “When the school selects them to be a part of their program, then the students will be in constant contact with me until they arrive Fort Bliss and complete the prerequisites they need to complete.”

Carter said once they are completely in processed, they are then assigned to the Sergeants Major Course who will manage student readiness – MEDPROS and 350-1 requirements. For Cohort #5, upon their arrival they will receive T3 certification training. First they will attend the Instructor Course, then will complete 40 hours as an assistant instructor, then will do another 40 hours as a primary instructor.

“That way once they graduate from the Fellowship, they are fully prepared to start instruction in the Sergeants Major Course,” Carter said. “Prior to graduation they will find out what department in the Sergeants Major Course they will be assigned to and will undergo train up integration into their department.”

For those interested in applying for the Fellowship Carter said they need to understand there is a service obligation that comes along with it.

“Once they graduate from the program (one year of studies) they owe the Academy two to three years,” he said. “The Army is paying for your master’s degree, so you have to give back two years here.”

The first two years is spent on the platform instructing or working in curriculum development. The third

Pennsylvania State University Masters in Lifelong Learning and Adult Education Course Outline

Adult Literacy - Surveys adult basic and literacy research, theory, programming, and instruction; highlights learners’ roles as parents, workers, and community members.

Introduction to Adult Education - History, methods, agencies, program areas, and problems of adult education in the United States.

Introduction to Distance Education - An introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and international distance education.

The Teaching of Adults - Examination of direct and indirect teaching; contracts, application of current technology, andragogy, motivation, evaluation; knowledge of research.

Program Planning in Adult Education - Intensive study of theoretical foundations, policies, evaluation models, methods, and materials in program planning in adult education.

Research and Evaluation in Adult Education - Guided discussion and reading in selected research and evaluation methods and trends as applied in adult education settings.

Language, Literacy, Identity, and Culture in a Global Context - Examines the relationship between issues of language, identity, and culture for adult learners in an increasingly global context.

Historical and Social Issues in Adult Education - Social and historical foundations of adult education in the United States and selected nations.

Course Design and Development in Distance Education - In-depth study of the practices of designing courses taught by print, broadcast, and telecommunications media to adult distance learners.

Research and Evaluation in Distance Education - Study of previous, current, and needed research strategies, and issues concerning evaluation in distance education.

Global Online and Distance Education - Students will explore the historical and current developments of online and distance education in different regions of the world.

Perspectives on Adult Learning - Introduction to adult education learning theory, principles, and models of adult learning by adults alone, in groups, and in communities.

Administration of Adult Education - Organization of a program of adult education; legal status, finances, selection of teachers, learning personnel, housing; other administrative problems.

Social Theory and Lifelong Learning - In-depth coverage of social theory, especially as it intersects with research in adult education and lifelong learning.

Professional Seminar: Research and Adult Education - Review of research in adult education, current and past, with analysis of its directions, effects, methodology, quality, financing, and prospects.

year, there are a couple of things that could happen – one they could be eligible to compete on the CSL (the commandant of the NCOL CoE would have to approve leaving the program early), they could become a vice chair of a department or go into any of the director positions within the CoE, or they could stay on the platform if they prefer.

One big thing Carter wants to emphasize is being selected for the fellowship and having an assignment to the Sergeants Major Course as an instructor is not a career ender.

“There is a stigma that USASMA is a retirement home,” he said. “What we want people to know is the fellowship is not an end all; they can finish the program and still go back out into the force.”

Currently there are fellows from Cohort #1 who were laterally appointed to command sergeant major and have gone back out to the force, he noted. If you are interested in the fellowship Carter said you need to understand that if you are selected for the program you are no longer eligible for the centralized selection list. The NCOL CoE is planning to make the selection for the fellowship well in advance of the CSL being announced to preclude those accepted into the fellowship from being considered for the CSL.

This is an all-inclusive degree in that it is paid for to include your books, caps and gowns, everything,” Carter said. “All the student has to do is have that bachelor’s degree with a 3.0 GPA or higher from a regionally accredited institution. And that is a means of giving back to the force. You as a sergeant major – teaching, coaching and mentoring the future leaders of our Army.

“To me that would be the ultimate experience to come here and teach and the biggest thing is your career doesn’t have to end here.”

Another area that needs clarification is the notion that you must go through the fellowship program in order to teach in the Sergeants Major Course. That is totally not true, Carter said. If there are sergeants major out there that already possess a master’s degree, all they must do is contact the Sergeants Major Branch at HRC and request to be an instructor at USASMA.

“There is unlimited potential here,” he said. “And if you do decide to retire here, the potential for after retirement is enormous seeing how you have the credentials to teach at any training institution.”

Request for packets to be a part of Cohort #6 is planned for release sometime shortly after the first of the new year. Additional information on the fellowship can be found at <http://ncolcoe.armylive.dodlive.mil/usasma-fellowship/>.

Syracuse University Master’s Degree in Instructional Design, Development and Evaluation Course Outline

Digital Media Production - Use of new media tools to develop digital instructional media. Includes introduction and instruction on contemporary and emerging media development tools, including graphics, video editing, web design, and mobile technology.

Technologies for Instructional Settings - Students gain knowledge, skills and experiences with a variety of information and communication technologies relevant to educational contexts, create instructional materials and resources, and examine critical issues related to information technologies used in instructional settings.

Principles of Instruction and Learning - Theories of learning and instruction, factors affecting human learning, youth through adult, with implications for the design and management of instruction.

Instructional Design and Development I - Major aspects of instructional design and development emphasizing learning outcomes, instructional objective, and strategies in the context of theory and practice. Emphasis on knowledge and skills required to create instructional design rationale.

Instructional Design and Development II - Instructional design and development theory and practice. The knowledge and skills required to select, revise, and apply instructional development models.

Techniques in Educational Evaluation - Applied, programmatic techniques for evaluating educational/training programs and projects. Units focus on planning, client relations, problem analysis, data collection and analysis, reporting, evaluation management, and ethics.

Analysis for Human Performance Technology Decisions - Addresses analytical techniques used to determine educational or training program solutions. Participants examine human behavior and the role that instruction can have in changing behavior on the job and in society.

Strategies in Educational Project Management - Management tactics, skills, procedures, and tools for planning and administering educational projects. Includes planning, implementing, maintaining, and closing projects; investigating project management issues on scope, changes, and quality.

Educational Technology in International Settings - Issues arising in application of instructional principles, strategies, and processes in international settings. Impact of educational technology reforms around the world; issues and challenges in designing multicultural learning; social aspects of instructional design, development, evaluation.

Advanced Instructional Design - Capstone course. Additional learning experience helping students develop confidence in their role as designers. Students will storyboard, critique, enhance, and evaluate an instructional unit while learning about advanced design techniques.

A CRITICAL REVIEW OF LITERATURE ON STUDENTS WITH PTSD/TBI AND THEIR STUDENT SUPPORT INSTRUCTOR TRAINING PROGRAMS

By Sgt. Maj. Gerardo Dominguez, Department of Force Management

Introduction

While assigned to the Sergeants Major Academy within the Noncommissioned Officer Leadership Center of Excellence (NCOL CoE) our roles as leaders continue beyond those duties and responsibilities of the title “instructor”. It is our role as instructors to continue to take care of Soldiers. After serving in the military for nearly 30 years in leadership positions from squad leader to nominative Command Sergeant Major, it was my instructor and combat experiences that led me for a quest for research. This opportunity came while attending Pennsylvania State University World Campus and conducting research for an entire year on my thesis and master’s paper. The topic was to determine if a gap existed in teacher and professor training programs within university/college settings to support those combat veterans with cognitive disabilities. Additionally, I compared the findings to the United States Army instructor-training program, which is the Common Faculty Development Program Instructor Course (CFDP-IC).

The research and knowledge I gained has made significant impact to me as an instructor and to those students within the classroom. Therefore, it is important to share this information with other instructors. There are situations in which students in the classroom setting with curriculum topics related to combat actions that affect their abilities to learn. Below are a few examples I have witnessed while teaching in the classroom. Students display challenges retaining information due to their cognitive disabilities due to Post-Traumatic Stress Disorder (PTSD). We have moved students to chairs where the door is easily available as it creates a safe learning environment for the student. A student did not feel comfortable with other students walking behind them due to previous combat insecurities. Also, a couple of students walked out of the classroom during combat related videos or disengaged in conversation as they attempted to disengage from their mental stress vulnerabilities.

Throughout the recent years of military conflict, the number of diagnosed veterans with Post-Traumatic Stress Disorder and Traumatic Brain Injury (TBI) continue to take advantage of the Post 9/11 GI Bill to pursue higher education. Additionally, there are students with sport related TBI that also require educational support services. Even though medical and educational research focuses on providing support for those with cognitive disabilities, fundamental gaps exist in the total educational support including appropriate instructional strategies within classroom settings. Many colleges and universities are rapidly adding new support services specifically geared to veteran students transitioning to academic settings, but these efforts need to extend into the classroom (Madaus, Miller, & Vance, 2009). This paper focused on a critical literature review that supports the need to incorporate teacher/instructor training programs within institutional educational environments in support of students with PTSD/TBI.

This critical review of literature focused on my hypothesis that a gap exists within educational support systems focused on teacher/instructor training programs within postsecondary educational institutions that support students with PTSD and TBI. The literature review within the research focused on key areas



Sgt. Maj. Gerardo Dominguez

focused on the following subjects: (1) mandated requirements (2) combat veterans' transition to college (3) teacher strategies to support all students including those with medical disabilities (4) the gap in teacher educational programs that support students with cognitive disabilities. The goal of this critical review of literature was to identify current studies that can serve as a guide for establishing training certification requirements within post-secondary educational institutions and within military educational organizations. Also, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) expands the definition of disability and eligibility for services and accommodations.

Postsecondary institutions currently face the largest influx of veteran students in the classroom since World War II, with over 564,000 veterans from the wars in Afghanistan and Iraq receiving educational benefits (Sinski, 2012). Many of these veteran students must overcome the changes and challenges in lifestyle from the transition of focusing on military service requirements to the new focus of being a student. These challenges are further expounded when the veteran faces PTSD or TBI. This also applies to those combat veterans still serving in the military attending institutional educational environments.

Theoretical Framework

The literature review examines works by several known theorist. Schlossberg Transition Theory served as the primary theoretical framework as it focuses on the transition of veterans to civilian educational environments. In addition, other theoretical frameworks such as Andragogy, Humanistic Learning Theory, Experiential Learning and Transformative Learning Theories supplement the literature review to gain knowledge and identify potential problems. The review of literature focuses on analysis and studies conducted on students with PTSD/TBI, review of professional literature on medical research focused on PTSD/TBI educational learning barriers, evolvement of the Post 9/11 GI Bill from the past Montgomery GI Bill, veterans in higher education, and research conducted on student perspectives from combat to campus (boots to books). Additionally, the literature review includes areas focused on learning styles and characteristics of adult learners with cognitive learning implications in veterans with disabilities in postsecondary education.

Research

After researching numerous scholarly articles on both quantitative and qualitative studies, a common trend emerged. The results revealed similar transition themes and experiences relating to mental health issues relating to Post-Traumatic Stress Disorder as they dealt with college integration, classroom stressors, and academic challenges. Throughout the study, there were similar experiences and concerns with student support services as not every college or university had a student veteran's affairs office. "Researchers suggested that serving in combat can cause deficits in memory, attentiveness, retention, inability to function well with daily activities which could largely impact their perseverance and academic success" (Church, 2009); and "Faculty, scholars, and administrators of higher learning institutions should understand the problematic and unexpected challenges endured by student veterans with disabilities" (Shackelford, 2009). Findings showed that faculty needs to be more patient, listen to veterans, and frequently communicate and interact with veterans with disabilities face-to-face to help motivate them to persevere and ensure they are provided appropriate support when needed (Williams, 2016). Research indicates the need for instructional strategies due to the largest influx of student veterans from Iraq and Afghanistan since World War II. Numerous articles focus on different classroom applications to provide a safe classroom-learning environment while minimizing stress toward veterans due to combat experience. The classroom applications align with those of combat. Items such as classroom layout and placing backpacks away from the desk aisles provide a rapid escape like those in the war zone while escaping enemy fire. Several articles propose using available internet video to provide instructions on written assignments and breaking assignments in sections. In general, many schoolteachers are either nervous or do not know how to deal with a student with mental injuries. Several articles provide positive and relevant information focused on actions the teacher should take to get to know the student. Such items as note taking on the student's strengths and weaknesses during different learning subjects, an example are signs such as glazing eyes and stopping during a middle of a response, becoming frustrated and tuning out. Another

example is recognizing when a combat veteran jumps when the classroom door is slammed. Lastly, Fain (2018) suggest that more than 70 percent of college faculty and staff members do not feel that they are adequately prepared to recognize when a student veteran exhibits signs of psychological distress, including post-traumatic stress disorder.

Teaching Strategies

During the research, numerous teaching strategies stood out that instructors and program planners can implement. Caffarella and Daffron (2013) describe helpful hints for planning programs for adult learners.

- Remove or lessen participants' anxieties.
- Create safe and inclusive learning environments.
- Spell out clearly and up front the expectations for participants.
- Set or develop group norms (e.g., let participants know that active participation is encouraged, divergent opinions are welcomed, and a question-and-answer period is a part of the presentation).
- Let learners know the role of the instructor is to help them learn.
- Use nondiscriminatory language that all participants can readily understand and treat participants in an unbiased way.
- Develop professional and caring relationships between and among learners and instructors.
- Give participants advance "organizers" (such as five key points) to help them follow the ideas presented.
- Use the resources and expertise of the participants.
- Use an outline or notes rather than reading a formally prepared paper or script.
- Use active learning techniques that allow time for reflection.
- Restate important ideas.
- Be generous with examples.
- Listen carefully to all ideas presented by the participants and respond appropriately.
- Keep a good pace and be aware of the time.
- Provide feedback and positive reinforcement to participants throughout the session.
- Recognize that emotions play an important part in the learning process.
- Be flexible with the presentation, instructional plans, and techniques (e.g., build upon the unexpected).
- Be caring and openly committed to the participants' learning.
- Be ethical in instructional practice.
- Use humor and laughter.
- Have fun.

Summary of Finding

Throughout this critical literature review, the majority of the articles articulated the need for educational instructor training programs. There appears to be a gap with complete compliance with mandated laws in the application for training educators about veterans especially those with cognitive invisible injuries such as post-traumatic stress disorder or traumatic brain injury. The recommendations surround around the topic of instructor knowledge on how to support those with disabilities in an educational setting. Additionally, there appears to be no set standardized teacher development programs tailored to accommodate those students with post-traumatic brain injury or traumatic brain injury cognitive disabilities. It is believed that students learn best when they approach knowledge in ways they trust... in other words, a 'one size fits all' approach will not work. The transition from combat service to becoming a student requires the need for social support and strategies from institutions and instructors.

Educators must think beyond their traditional approaches and design learning activities to help promote a stronger connection between the university and the community, changing instruction/student roles, and academic coaching and mentoring (Moore, 2013). The most important aspect within the subject is the instructor knowledge on the topic of PTSD/TBI or other disability aspects and then realizing the need

for different teaching approaches.

Many schools claim to be military- or veteran-friendly. How do they back that up? Is there access to academic and career support? Are there mental health, disability and medical services available? Using the words “veteran” or “military-approved” does not necessarily mean the schools are benefitting veterans or service members. The mandated laws justify the need to fulfill the requirement to provide the faculty resources for students with disabilities.

The two most common teacher development programs found within this research include SSET (Support for Students Exposed with Trauma) and Kognito Interactive. Both programs focus on providing teachers with information and resources. Even though each takes a different approach (interactive and explanatory), both can serve as foundational educational programs. Overall, a research trend appears within educational programs focused on post-traumatic stress disorder and traumatic brain injury stressors seen within academic, behavior, and appearance platforms.

Recommendation

As part of the research and application to findings, I included within my paper several recommended approaches. First, is a teacher-training program by SSET (Support for Students Exposed with Trauma). This program is a school-based group intervention designed specifically for use by teachers and school counselors focused on skill building techniques to assist students with trauma cognitive disabilities. The training consists of ten 45-minute lessons designed for delivered during one class period. The areas of focus within the lessons include common reactions to trauma, relaxation techniques, coping strategies, learning to approach difficult situations, developing a trauma narrative, and problem solving. Second, during my program planning studies, I developed a possible training program aligned with the Army’s Instructor Course. The program focuses on educating instructors on the signs, symptoms, teaching approaches, and available student resources for post-traumatic stress disorder/traumatic brain injury. The third and recommended course of action is for educational institutions to incorporate a training program provided by Kognito Interactive. Kognito offers research-proven training simulations designed to prepare educators, staff, students, physicians, and caregivers to: (1) recognize when someone is exhibiting signs of psychological distress or underlying trauma and (2) manage a conversation with the goal of connecting them with the appropriate support. The Kognito Veterans on Campus is a pair of two online training simulations that focuses on increasing the competence level for instructors, faculty, and students. The first is training for faculty and staff about military cultural competency focused on post-traumatic stress disorder and traumatic brain injury and the second is a peer-training program designed to help student veterans know how to best support their buddies in cases that they are struggling with adjusting to college life.

Kognito Interactive is the only digital simulations listed in the National Registry of Evidence-Based Programs and Practices. Based on their credentialing, over 100 colleges and universities around the country adopted their training. Some of the universities using the Kognito Interactive training programs include: Kansas State University, Ohio State University, University of Florida, California State University, and the University of North Carolina. All 112 California Community Colleges, over 100 schools in the state of Illinois and other colleges throughout the United States have also incorporated the training programs provided by Kognito Interactive.

Conclusion

This research was submitted in partial fulfillment of the requirement for the degree of Master of Education within Pennsylvania State University. As stated in the introduction, the research and knowledge I gained has made significant impact to me as an instructor and to those students in my classroom. I hope this article gains every reader’s interest and motivates all readers to read the entire 62-page research master’s paper, including references cited located at <http://ncolcoe.armylive.dodlive.mil/good-reads/>. As the author for this Pennsylvania State University Masters Paper, it is my goal to continue to pursue educational instructor gaps and attempt to make a difference for those students challenged with cognitive disabilities.

THE NCOL CoE ANNOUNCES COHORT #5 SELECTIONS

The NCO Leadership Center of Excellence recently held a panel to select the next group of senior NCOs who will participate in Cohort 5 of the U.S. Army Sergeants Major Academy Fellowship Program. This year's class of Fellows had the opportunity to choose between pursuing one of 10 Master's Degrees in Lifelong Learning and Adult Education through Pennsylvania State University (Penn State) or one of 10 Master's Degrees in Instructional Design, Development and Evaluation from Syracuse University.

The NCOL CoE proudly announces the following individuals are selected to participate in the Penn State program:

Sgt. Maj. Julio Armas
Master Sgt. Ernest Balve
Sgt. Maj. Dustin Bell
Command Sgt. Maj. Larry Brown
Master Sgt. Lori Jackson,
Master Sgt. Joseph Parker
Command Sgt. Maj. Jason Porras
Master Sgt. John Saucedo
Master Sgt. Victor Velasco
Sgt. Maj. Tywon Williams

Selected to participate in the Syracuse University program are:

Sgt. Maj. Erric Allen
Command Sgt. Maj. Nicholas Arambula
Master Sgt. Billy Atkinson
Command Sgt. Maj. Mark Cashman
Command Sgt. Maj. Craig Collins
Sgt. Maj. Lisa Cowboy
Sgt. Maj. Matthew Pizzi
Command Sgt. Maj. Anthony Rink
Command Sgt. Maj. Antonio Ruiz
Master Sgt. Charles Wilson



Upon successful completion of the Fellowship Program from either institution of higher education, these Fellows will take their place among their peers ensuring the next generation of senior enlisted leaders are prepared to meet the challenges of an increasingly complex world.

The NCOL CoE congratulates all selected and wishes them success in the Fellowship program and beyond. Information about the program and how to apply for the 2020 Fellowship can be found at: <http://ncolcoe.armylive.dodlive.mil/usasma-fellowship/>.

Do you know the six Leader Core Competencies?

They are
Program Management - Operations - Readiness
Leadership - Communication - Training Management

DISTRIBUTED LEADERS COURSE IS HERE!

On February 1, 2019, the U.S. Army will begin the conversion of Structured Self Development into the Distributed Leaders Course with the launch of Distributed Leaders Course 1.

There are some changes to the way Soldiers are enrolled into DLC 1. Soldiers in the grades of E-1 to E-3 are no longer eligible to enroll in SSD 1 or DLC 1. All enrollments are handled through the component quota source managers.

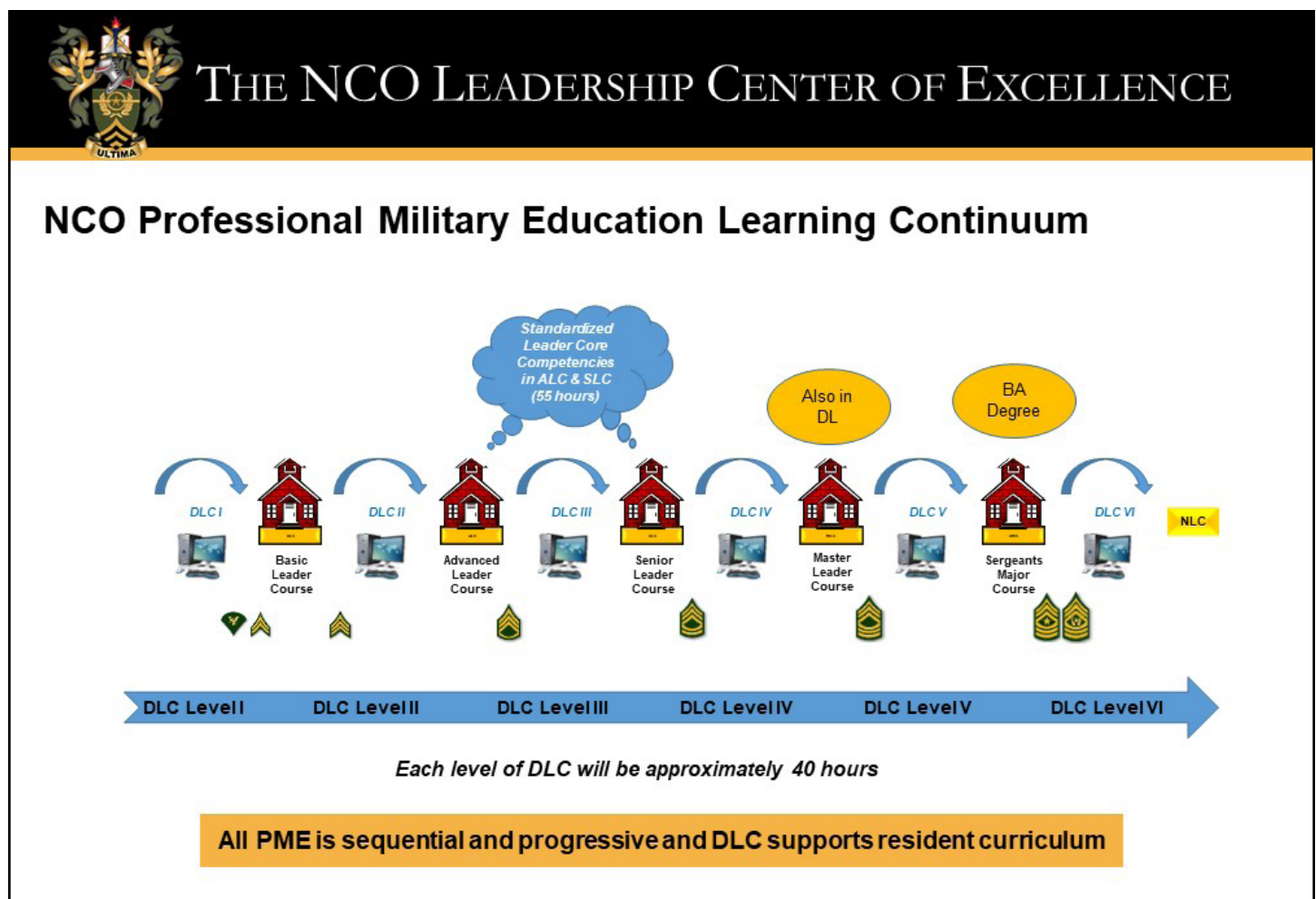
Already enrolled in SSD 1, not to worry, you will have until September 30, 2019 to finish the course. If you fail to complete SSD 1 by 30 September, you will be disenrolled and enrolled into DLC 1 through your component quota source managers. Soldiers in the grade of E-4 who are not currently enrolled in SSD 1 will be enrolled into DCL 1 on February 1 through your component quota source managers.

If you are a Soldier in the grades of E-1 to E-3 and have already taken SSD 1 you will be given full credit and will not have to take DLC 1.

As of 1 February 2019, DLC 1 will be opened for enrollment in the Army Training Resources Requirements System (ATRRS). Soldiers in the grade of E-4 will be enrolled by their component quota source managers and must complete DLC 1 in order to go to the resident Professional Military Education course – Basic Leader Course.

Conversion of the other SSD courses, SSD 2-5, will occur later and a new DLC 6 will be developed and delivered NLT July 2019. Guidance for the conversion of SSD 2-5 will be announced by a future HQDA G-3 messages.

HQDA points of contact for this announcement are Ms. Brenda Granderson, HQDA G-3/5/7 TR at Brenda.l.granderson.civ@mail.mil, (703) 695-4729 and Mr. Ronald Schexnayder, HQDA G-3/5/7 TR at Ronald.a.schexnayder.ctr@mail.mil, (703) 614-9701.



IMSO CELEBRATES THE HOLIDAYS



Photos by Spc. James Seals

During the Holiday season the NCO Leadership Center of Excellence and the U.S. Army Sergeants Major Academy celebrate with many events prior to the Holiday Block Leave. On this page the International students of Sergeants Major Course Class 69 hold a holiday party complete with Santa Claus handing out presents to the children. Opposite page, the CoE and USASMA were invited out as special guests of the Loya family to watch a special holiday light show timed to music. The Loyas also had Santa Claus available for the children as well as the Grinch who begrudgingly took photos and enjoyed the festivities. The Loyas provided all with hot chocolate and holiday cookies to help keep everyone warm and get a bit of the holiday spirit. On page 40, Sergeants Major Course Class 69 sponsored the Tree Lighting Ceremony and had Old Saint Nick come by to see the children and take pictures.



A LOYA CHRISTMAS LIGHT SHOW



*Happy Holidays
from
The NCO Leadership
Center of Excellence*





THE NCO LEADERSHIP CENTER OF EXCELLENCE

& U.S. ARMY SERGEANTS MAJOR ACADEMY

**DRIVING CHANGE FOR NCO AND ENLISTED
SOLDIER EDUCATION SINCE 1972**